

**Pupil Premium Policy**

**November 2022**

**This policy has been ratified by the Headteacher/Chair of Governors. Signed copies will be stored in the school office.**

**To be reviewed November 2023**

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| Review date | By whom | Summary of changes | Date implemented | Date ratified |
| 29.11.21 | MA/RF | In line with new EEF Guidance | 29.11.21 |  |
| 28.11.22 | MA | Various changes including named specific interventions and breakdown of costs |  |  |

# Statement of intent:

At Alvaston Infant and Nursery school, we consider the role that we play in our children’s education is an immense privilege. During their time in our school, our children will lay many important foundations and achieve many significant milestones that will help carve their future towards becoming happy, well-rounded and successful lifelong learners. At Alvaston Infant and Nursery School, we believe that the highest possible standards can only be achieved by having the highest expectations of all children. As a school, we recognise that children have different needs, and we understand that treating children equally does not always mean treating them all exactly the same. We recognise that for some children extra support is needed to help them to achieve and be successful. We aim to provide all members of our school family with the right support, in the right place, at the right time. At Alvaston Infant and Nursert School, we understand that the most important lever we can use to improve outcomes for disadvantaged children is quality first teaching (Education Endowment Fund, 2019). Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential. We are also committed to focusing on non-academic factors such as improving attendance, and providing social and emotional support. In order for us to do this we will use the pupil premium grant (PPG). The PPG was created to provide funding for three key areas:

• Raising the attainment of disadvantaged pupils and closing the gap with their peers.

• Providing funding for LAC (Look After Children) and previous LAC (PLAC).

• Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school’s strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly

# 2. Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance (2021-2022)](https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads’ responsibilities concerning the pupil premium](https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities), and the [service premium](https://www.gov.uk/guidance/service-premium-information-for-schools).

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

• Children Act 1989

• Equality Act 2010

• DfE (2018) Promoting the education of looked-after children and previously looked-after children. • NCTL and the Teaching Schools Council (TSC) (2018) Effective pupil premium reviews.

• Education Endowment Foundation (EEF) (2019) The EEF Guided to Pupil Premium.

• ESFA (2020) Pupil premium: conditions of grant 2020 to 2021

• Ministry of Defence (MoD) (2020) The Service Pupil Premium: what you need to know

# 3. Pupil Premium Grant Allocation Rates:

For the financial year 2022 to 2023, grant allocations are as follows:

|  |  |
| --- | --- |
| Disadvantaged Pupils | PPG per pupil |
| Pupils in Reception to Year 6 recorded as ‘Ever 6 FSM’ | £1,385 |
| LAC as defined in the Children Act 1989- children who are in the care of, or provided with accommodation by an English LA | £2,410 |
| PLAC who have ceased to be looked after by a LA in England or Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order. | £2,410 |
| Service Children | |
| Any pupil in Reception to Year 11 recorded as an ‘Ever 6 service child’ or in receipt of a child pension from the MoD | £320 |

**4. Objectives**

* To narrow the gap between the educational achievement of these pupils and their peers.
* To allow our children to make excellent educational progress regardless of their background or starting point.
* To address non-academic inequalities such as, attendance, behaviour and social-emotional support.
* To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
* To ensure that PPG reaches the pupils who need it most, but that we also support our most disadvantaged children not in receipt of PPG.
* To work collaboratively with parents of pupils to effectively and collectively ensure pupil’s success (this way involve providing wellbeing/ emotional support for families).
* To make a significant, positive impact on the education and lives of these pupils.

The key barriers for our disadvantaged children include:

* Issues regarding levels of well-being, including difficulties with self-regulation
* Lack of ‘life experiences’, such as those related to the Arts, culture and sport
* A gap in pupil attendance between disadvantaged and non-disadvantaged pupils (between 4 % and 10%)
* Poor levels of speech, language and communication
* Lower levels of attainment in reading, including difficulties with comprehension linked to poor language and vocabulary acquisition

**5. How PPG can be spent:**

Under the terms of the PPG, the funding may be spent in the following ways:

* For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
* For the benefit of pupils registered at other maintained schools or academies.
* On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
* If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

# 6. Our long term strategy for success

We maximise our PPG by:

* Assigning a talk and sort lead who will engage with PP parents
* Assigning an Attendance Lead who works with the Deputy Headteacher and Headteacher to improve the attendance of our disadvantaged children
* Offer a wide range of sustainable support for our disadvantaged families e.g. uniform swaps, bring and buys etc.
* Ensuring that the PPG can be spent and identified in line with the school’s budget
* Consulting the pupil premium lead, governors, staff and parents when deciding on decisions for individual children, to ensure the best possible outcomes for them.
* Distributing leadership so that all year group leads are aware of the disadvantaged children and track their progress within the year group
* Assessing the individual provisions required for each pupil in receipt of the PPG so their individual needs are met.

We have adopted a long-term three-year strategic plan, aligned to the wider School Development Plan, which contains the following considerations:

* Expenditure
* Recruitment
* Teaching practice
* Staff development

We conduct light-touch annual reviews to inform the plan and form the school’s pupil premium statement. We regularly explore evidence-based summaries of PPG use, such as the EEF’s Teaching and Learning Toolkit, to determine the best use of the funding.

# Long-term strategy- what approaches do we focus on?

We focus on approaches that:

• First and foremost, promote and improve quality first teaching. • Improve communication- listening, speaking and vocabulary.

• Are individually tailored to the strengths and needs of each pupil.

• Are evidence-based.

• Are focused on clear short-term goals providing opportunities for pupils to experience success.

• Include regular, high-quality feedback from teaching staff.

• Raise aspirations through access to high-quality educational experiences.

• Promote each pupil’s awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

• Target parental engagement and have high expectations of parents supporting their child.

**We choose approaches that emphasise:**

• The role of teaching assistants and how they help ensure the child makes excellent progress.

• An emotionally intelligent approach to the setting of clear behaviour boundaries.

• Increasing pupils’ understanding of their emotions, identity and the world around them.

• Positive reinforcement.

• Building self-esteem.

• A joined-up approach that involves all of the pupil’s relevant professionals.

• A child centered approach to assessment for learning.

• Relationship-building, both with appropriate adults and their peers.

# 7. A tiered approach to PPG spending

We operate a tiered approach to PPG spending to ensure spending is both balanced and focused. Spending priorities are as followed:

1. Teaching

2. Targeted academic support

3. Wider strategies

Ensuring effective, quality teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

• Professional development.

• A communication focused curriculum.

• Supporting early career teachers.

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

• Structured interventions, which are regularly reviewed.

• Training and deployment of teaching assistants.

• Improving identification of PP children.

Wider strategies are used to overcome non-academic barriers to success.

We spend the PPG on the following wider strategies:

• Parental engagement.

• Attendance.

• Support for the cost of school visits.

• Preparing breakfast bagels.

# 8. Example Interventions

# We may utilise the following achievement focussed interventions:

# Providing 1:1 and small group work with highly skilled teachers to address pupils’ specific gaps in knowledge.

# Creating additional teaching and learning opportunities using a TA, Specialist Reading Teacher, or National Tutor.

# Targeting pupils who require additional support to help them reach age-related expectations.

# Providing one to one target work for our disadvantaged children, through the use of a target book and individual support.

# Providing reading recovery (6FTE days).

# Personalised phonics interventions for those at risk of not passing the phonics screening check (2FTE days).

# NELI (Nuffield Early Language Intervention) and Talk Boost sessions for children whose language may not in line with their developmental milestones (5 FTE days).

# Implementing an enrichment tracker so that all children receive the same entitlement in school, linking to barriers (B). These expectations are a minimum and include: : 1 x enrichment trip(B1 and B7), linking to the curriculum, 3 x love for reading events (B2), Life skills (Forest School) 3 x half terms (B3), 3 x Arts and Culture events (B4), 4 x experiences linking to belief and faiths (B5), 2 x community cohesion work, 4 X performances (B4). These are analysed for impact and there are also subsidised trips for disadvantaged children and / or families who may need additional financial support.

# We may utilise the following teaching focussed interventions:

# INSET days and whole staff training

# External experts in to provide training (e.g. Jason Bangbala)

# Subject specific support from subject leaders so that all staff offer quality first teaching

# Sharing the impact trackers with all staff

# Keeping staff up-to-date with new research including the EEF

# Support from specialist SEND TA regarding approaches for children who are disadvantaged and have SEND

# We may utilise the following wellbeing focussed interventions:

# Appointing a wellbeing ‘Talk and Sort Lead’ who supports both children and parents

# Implementing Forest School Provision so that children are able to self-regulate more efficiently

# Offering a range of lunchtime clubs (sports, football, IT, Reading, Art, Mindfulness)

# Offering a range of afterschool clubs

# Providing breakfasts and implementing a ‘calm start’

# Running a range of parent workshops (including parenting and other support)

# Implementing daily rest and reflect

# 9. Use of the LAC and PLAC premiums.

# The designated lead of LAC and PLAC is the head teacher (Miss M Allen).

# The LAC Premium is managed by the LA’s designated VSH (Virtual School Head, Graeme Ferguson).

# The Premium is used to benefit a pupil’s educational needs as described in their PEP.

# To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is a s simple as possible.

# The LAC Premium is used to facilitate a wide range of educational support for the LAC.

# The designated lead and carers work with the VSH to gain a full understanding of each pupil’s needs and determine how to use the premium to support each pupil effectively.

# The designated lead works with the VSH to ensure that all available funding is spent.

# PLAC Premium is allocated directly to the school.

# LAC premium and PLAC premium are not personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

**9. Use of the service pupil premium (SPP)**

# The SPP is provided to allow the school to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment. Pupils qualify for the SPP if they meet at least one of the following criteria:

# They have a parent serving in the regular armed forces.

# They have been registered as a ‘service child’ on the January school census at any point since 2015 (known as the ‘Ever 6 service child measure’).

# They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme.

# They have a parent who is on full commitment as part of the full-time reserve service.

# The school does not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

# Providing pastoral support in the form of counselling, nurture groups, clubs etc.

# Improving the means of communication between the pupil and their deployed parent(s), such as introducing a ‘video call club’.

# Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.

# Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.

# The school does not use the SPP to subsidise routine school activities.

**10. Accountability**

# Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions (by the member of staff leading the intervention and a member of the SLT).

# The progress of pupils in receipt of PPG is regularly discussed with class teachers (a focus in pupil progress meetings).

# Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of PPG throughout their inspection and report.

# The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wide pupil premium-eligible cohort.

# The school publishes its strategy for using the PPG on the school website.

# The school publishes a link to the school and college performance tables search tool, as well as the schools’ individual performance tables page, on the school website.

# 11. Reporting

# • The PP Lead/ Headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made.

# The PP Lead/Headteacher shares the evidence of the impact of the interventions with all staff, half termly.

# • The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the PP lead and the governing board

# • The EEF’s DIY Evaluation Guide is used to measure the impact of the school’s spending.

# • Information regarding PPG spending is published on the school website.

# • For parents of pupils in receipt of PPG, details of the pupil’s academic progress and behaviour are shared with parents.

# 12. Pupil Premium Reviews

# • If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

# • Individual case studies will be create for children who make little progress to determine why.

# • Every 3 years, or if requested to do so by Ofsted, or the DfE, Alvaston Infant and Nursery School will commission a pupil premium review, by an external consultant e.g. PACE Team member. Where costs are prohibitive, the school considers the use of a joint review with local schools.

# 13. Monitoring and Review

The Headteacher/Pupil Premium Lead is responsible for reviewing this policy, annually.

# The governing board is responsible for:

* Holding the headteacher to account for the implementation of this policy
* Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
* Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school’s use of the funding
* Monitoring whether the school is ensuring value for money in its use of the pupil premium
* Challenging the headteacher to use the pupil premium in the most effective way
* Setting the school’s ethos and values around supporting disadvantaged members of the school community

Other school staff

All school staff are responsible for:

* Implementing this policy on a day-to-day basis
* Setting high expectations for all pupils, including those eligible for the pupil premium
* Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
* Sharing insights into effective practice with other school staff

Next review Nov 23